Winthrop University – Faculty Conference
Friday, November 17, 2023
2:00pm
Whitton Auditorium

Agenda

1. Welcome and Call to Order (Adam Glover)

2. Approval of Minutes from the September 29, 2023 Meeting (Appendix A)

3. Report from the Faculty Conference Chair (Adam Glover)

4. Remarks from the President (Edward Serna)

5. Remarks from the Provost (Peter Judge)

6. Update on CBE (Bettie Parsons Barger)

7. Update from IT (Patrice Bruneau)

8. Update on Tuition Transparency (Joseph Miller)

9. Reports from Faculty Conference Standing Committees
    a. FCUP (Eric Birgbauer) (see Supporting Materials)
    b. Academic Council (Michael Whitney) (see Supporting Materials)

10. Old Business
    a. Rules Committee (Charles Randall) (see Supporting Materials)

11. New Business

12. Announcements
    a. Gina Jones (Registrar)

13. Adjournment

Upcoming Faculty Conference Meetings

Friday, February 23, 2024, 2 p.m. (Location: TBA)
Friday, April 19, 2024, 2 p.m. (Location: TBA)

Appendix A

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Faculty Conference Minutes
Prepared by Kelly Ozust, Associate Professor of Dance
We do not have quorum. Motion to do business in the absence of a quorum.
Motion passes.

I.   Welcome and Call to Order from Adam Glover at 2:02pm
   a. Motion to approve Minutes from September 29, 2023 Meeting
   b. Minutes approved as distributed.

II.   Report from Faculty Conference Chair, Dr. Adam Glover
   a. Board of Trustees Meeting
      i.   Approved mission, vision, and values statement
      ii. Approved the renaming of Academic Areas
         1. College of Business renamed College of Business and Technology
         2. Graduate School renamed School of Graduate, Continuing, and Online Education
      iii. Liaison Report to the BOT
         1. Emphasized faculty participation in strategic planning and Provost search
         2. Positive shift, as he sees it, in campus morale
         3. Takeaway was, the Board of Trustees seemed interested in what he had to say and he was warmly received.
      iv. Provost Search
         1. Thank you to committee: Greg Bell (CAS), Tomoko Deguchi (CVPA), Shelley Hamill, (CESHS), Joanna Jackson (COB)
         2. Thank you to Faculty Group Interviewees
         3. Faculty asked the candidates questions about role of provost, leadership style, approach to student and community engagement, CBE, etc.
         4. All faculty have opportunity to give feedback on the candidates.

III.   Remarks from the President, Dr. Edward Serna
   a. Thank faculty for participation in Provost search
   b. Timeline – hoping to meet with constituency groups next week, digest all comments over the break, make a decision and do due diligence to finalize candidate
   c. Hope to have everything finalized by December break.
   d. Thank you for participation in Homecoming.
   e. Commencement is on the 16th of December.
   f. Let's finish the semester strong.
   g. We have so many initiatives ongoing and they are all on track.

IV.   Remarks from the Provost, Dr. Peter Judge
   a. Echo comments of Dr. Glover and President Serna and thank faculty for participation in provost search.
   b. Please provide feedback because this is an important decision.

c. Competency Based Education update (details below) - will provide a short example of a module. Introduces Dr. Bettie Parsons-Barger with Lee Clark from the Winthrop Office of Online Learning
   i. Network for Alternative Preparation in Teaching
   ii. In light of teacher shortage, districts have to hire teachers that are not certified, so educational partners have been asking for alternative certification.
   iii. Key Characteristics of CBE:
      1. Takes into account what learners already know and do.
      2. Time is variable, learning is fixed
      3. Mastery and proficiency
      4. Flexible, pre-planned, backwards-designed curricular journey
      5. Performance-based, criterion-references, and authentic assessments
      6. Personalized approach to wrap-around supports
   iv. Lee Clark pulls up first module
      1. Built in Blackboard Ultra
      2. Want course to be interactive and engaging, as well as clear and concise
      3. Created a streamlined system with multiple modules
         a. Activity – a lot of experiential learning in their classroom, then bring that back to the course content
         b. Participants will give a reflection on their work in comparison to a work example
         c. Meet with learning coach one-on-one to go through all the work submitted up to that point
         d. Nearly all activities are formative, and they get multiple chances to complete them
         e. The only items that are not formative are the end of unit summative assessment
         f. There are interactives within the modules
   v. Question and Answer:

      Q: Casey Cothran (English) – Is this a class with a textbook or books, or did you create all the modules and activities from scratch? Is this a content or a skills based course, or both? I'm just trying to figure out what exactly goes into making this?
      A: It is content and skills based, drew resources from a lot of people who teach this content. We didn't start from scratch. We used content from our courses. The learners are a bit different, so you do have to adapt the material. We had to find some more interactives, so thank you to the WOOL office.

      Q: Amanda Hiner (English) – Visually this is very appealing and engaging so great work. When you talk about the learning coaches, are these faculty members? If so, how is that distributed in load? Are these overload courses that are paid with a stipend? How are these classes stacked?
      A: Right now, we have one person over NetAPT and it is part of their load. We have a lot of people creating the content. As it gets larger, we will have to reevaluate that. I have to mention, this is not a degree program. It is a non-degree certification pathway. When they finish this program they will be recommended for certification at the state, they will not have a Winthrop degree. Also, it's not just non-degree, it's non-credit. There are different definitions of those things. It is following the very specific competencies by the SC Department of Education. As we build the first degree-seeking CBE programs in 2025, we still want a

learning coach model, but it would probably not be a faculty member, it would be an academic support person.

Q: (Questioner did not identify themselves) Are the students that are certificate seeking, do they have access to Winthrop resources?
A: Not yet.

Q: (Questioner did not identify themselves) What does it cost?
A: It's a subscription model and it $1250 for three months. There is a certain amount of time, they must finish the certification in three years. They can take a month off and then come back, but there is a certain amount of that the state places on this, that they have to finish this certification within three years.

d. Return to Remarks from Provost, Dr. Peter Judge
   i. Shout out to Jack DeRochi, and before him, last fall, Greg Oakes was acting dean in the Graduate School, and to Kimarie Whetstone and her team that have helped us put this all together. Many of you are unfamiliar with CBE, but it is amazing to me how far we've come in one year. So thank you very much.
   ii. Give a shout out to Tim Dreke for being selected to represent us in Washington at a meeting that was called be the Secretary of Education transfer ability for students. I asked him to give us a summary on how that conference went.
      1. Report on Raise the Bar Conference, Tim Drueke
         a. US Dept of Ed is scheduling five events called Raise the Bar events. The one he attended was on transfer and transfer excellence, and being able to bridge the gap for skills through transfers and improving transfer processes.
         b. Gathering of 11 states talked about best practices that are occurring, talked about high quality programs and transfer decisions that they're making.
         c. Three big things that have come out of this is that transfer needs to be an institutional priority at the cabinet level. If you look at our students, we're seeing a quarter to a third of our incoming class each year is a transfer student.
         d. First, If you look at new freshmen alone, 48% have transfer credits, whether that's true transfer, AP, IB, duel enrollment, etc.
         e. Second, creating pathways for those students. Expanding those out across the state.
         f. Third, provide academic support with student services. We put a lot of emphasis into our first-year experience programs. We don't spend a lot of time and effort into our transfer programs.
         g. New data coming out on transfer success and we've got a little work to do to compare to our peers. We'll share some data as that gets fully released.
   iii. Update on ACUE
      1. Nov 3rd celebrated 1st group of people to complete: Casey Cothran, Athena Detrick, Shawnna Helf, Jessie Hoffman, Jo Koster, Minnie Mize, Kelly Richardson, Meg Weber, and Daniel Stovall
      2. Just a few people shy of our halfway mark of 100 faculty trained in our 200 faculty trained goal for our QEP flight ready. That is something to be proud of.

> a. If you're curious and want to know what it's like to sit in a CBE course, this is it. It's different because it's workplace training not a 3-credit course, but this gives me a sense of what it might be like to be a student in a CBE program.

3. There is some concern about signing up and not finishing. Please finish the course if you begin.

4. Retention: the most important thing that our faculty can do about enrollment is to keep those who come here. We had the best retention rate last fall to spring since 2017. Let's see if we can better that this year. Talk to your students and your advisees. We want to get as many people as possible to register before the break.

5. Career readiness – I would encourage you to put something in every syllabus about what in this course will help you to be career ready? It's a retention tool as much as a career readiness tool.

6. Reminders: commencement on December 16th.

7. Bookstore: We're required to work with the bookstore to let them know what materials are required. Students can go wherever they want, but we are required by our contract to let the bookstore know. There was a question about open source vs. textbook. The bookstore supports open source. If you're asking them to purchase something, then let the bookstore know. If you're using open access resource, there are no issues with using those. Tim just reminded me that it's federal regulation and is connected with federal aid.

8. Amanda Hiner (English) – The NACE career competencies are a wonderful resource to align competencies with course content. Is there a way that all these various statements that we get for the syllabi, can we get these a timely manner? Can we have a cut-off date where those can be collected for distribution?

> a. We can try to coordinate that. I will look into it. It may be easier said than done, but it's a good suggestion.

9. I'm very proud to be at Winthrop. I love seeing the creativity of our faculty and working with our students.

V. Update from IT, Patrice Bruneau

a. ID cards with expired dates. I see some of you with the old blue background. If your card is expired go get a new picture. We found a bug in the card reader that allows a card that has expired to unlock doors. We've fixed it, so now it's going to check your expiration date. If you go with current card, the exchange is free. A complete replacement is $10

b. Cyber security training + Phishing: this has been the smoothest one. The suggestion to move from October to a more flexible date was an FCUP suggestion. Remember, the date is now 12 months after you've completed the training before.

  i. We are now required to attempt some phishing campaigns, some fake ones, to see how responsive our faculty are. I've seen the samples, they look very legit. This will happen 2-3 times a semester and we'll get a report with the numbers.

c. Multifactor Authentication for students – this went smoothly. They have to use the authenticator app instead of receiving a text or a phone call. Microsoft is cracking down on this because the texts and calls can be faked. Nudge students to make sure they've installed the app to do the authenticator step.

d. New Acceptable Use Policy (AUP) – We've had a security firm look at our system. When they looked at the current AUP, it's too vague. New one will be a lot more specific. To be prepared, don't link personal things to your Winthrop account.

e. We lost two people in tech support. We have at least half of the staff that's been here for a while and accumulate personal leave and are taking off around the holiday. So, we're understaffed right now.
  i. Q: Andrew Besmer – Will you send out a summary of the most important changes in AUP document?
  A: I can, but it will look like a totally new document. I'll try.

VI. Update on Tuition Transparency, Joseph Miller
  a. Thank you to the provost search committee. Also, the admission team had First Look Friday, so thank you to the faculty who opened up classes.
  b. Winthrop university is currently positioned as the most expensive institution in SC.
    i. For past couple of years we've been doing studies to figure out if we're losing students. Found that students are not only making decisions about where to go, but where to apply to based on cost.
    ii. We are in fact higher than all other institutions if you include all costs and fees beyond tuition.
    iii. A lot of considerations to factor in.
    iv. Tuition rest – what would it look like for us to lower tuition?
    v. Goals:
      1. Bring tuition in line with in-state peers
        a. USDOE is making adjustment to the FAFSA
        b. We're going to have more students eligible for Pell grants
        c. Making adjustment this year, knowing that our students are going to have some cover, makes sense
      2. Metrics and Objectives
        a. Increase enrollment yield of new students
        b. Increase retention rates of persisting students
        c. Improve clarity on the stewardship of tuition revenue
        d. Their direct cost, and then where their money is going
      3. Three Model Approaches
        a. Sequential: start rolling back year over year
          i. Adjust tuition for each incoming freshman and transfer class year by year
          ii. No adjustment for current students, but tuition is held flat
          iii. Lowest risk model but longest to implement
        b. Parallel: do a test and implementation phase
          i. Adjust tuition for new freshmen and transfers
          ii. Adjust a modest reduction at the same time, but full implementation in a year or two
          iii. Medium risk
          iv. Full implementation in 2 years
        c. Just do it all at once
          i. Adjust tuition for all students at the same time and the same rate
          ii. No test and implementation, no opportunity for learning
          iii. High risk, but more expedient
          iv. Be aware of externalities, will maximize negative impact
          v. Full implementation in one year
        d. Will be presented at the next Board meeting

e. How did we get here? The model we've adopted is high tuition and high discount model. Sometimes as much as 50, 60, 70%. We need to be able to pull this down. We can start to identify costs per program, and share that with students too.

Question and Answer:
Q: Andrew Besmer – Have you discussed program fees at all?
A: In each of these scenarios we are running a model with program fees and without program fees.

Q: Andrew Bssemer – Will there be a chance for feedback from departments to make sure adjustments will cover future need?
A: Yes.

Q: Dan Stoval (Biology) – The reduction in tuition leads to a gap that is presumable filled by the state. If it's not filled by the state, what happens?
A: There's no model up here that doesn't require us to recruit and retain more students to make up the difference. In the first model, we would need to recruit 50 more students. The most risky model would require us to add in another 300 students on top of that if we don't get the additional support from the state.

Q: Paul Weigand – On that same point, do we have a timeline when we'll get a sense if this is possible or not from the state?
A: We have to get financial aid packages out in March. If we knew going in that the state was committing to make addition funds available it would make the 3rd option a lot easier to swallow, but we don't know. Once the board has made a decision on which model they want to pursue, that's when we'll start building the budget models and getting a sense of clarity on what we need for student revenue, new students, how those program fees need to be packed in. Unfortunately we just don't know at this point. The earliest is June.

Q: P.N. Saksena - Model three has been used quite extensively?
A: Yes, this is the model that most institutions have done, with mixed reviews.

Q: P.N. Saksena – The reason I'm asking is, we have RNL, who's helping us, and I'm thinking of the marketing aspect what going out to the press. That's going to play a huge factor. From an accounting perspective, the cost goes down, we should get more students. With the third option, the marketing aspect should be positive.
A: Yeah, one of the benefits we have is, we're giving the Board a variety of options to consider. I prefer the parallel model B, but in a true test and implementation model I think this makes the most sense.

Q: Leigh Poole – In this model how many new students would be needed?

A: It depends on the rate of reduction. We kind of control the levers.

Q: Takita Sumter – I'm reflecting to P.N.'s question and several institutions have gone live, like USC, with their tuition specials for certain categories of students. I'm wondering how we plan to insert ourselves because it seems like we are likely to be late to the conversation? What are we planning to learn in July because that seems late in the process?
A: If we do the option of testing and implementation, year one we make the announcement right at the start. That will have an effect on yield. Students will see we're making a commitment. Then, in year two, we're getting ahead of the recruitments cycle for 2025. So the announcement coming in to help improve yield for fall 2024, and then it's coming in at the front of the recruitment cycle for 2025. Back to the timeline for feedback, the purpose of starting to survey students in the summer is because we will have started to release financial aid packages at that point, so we want to learn from the package deployment cycle to figure out what we need to do from there.

Q: Takita Sumter - But you don't have a control?
A: There's not really experimental design here, but measurement for learning.

Q: Charles Randall – With respect to the parallel approach, is there any concern that we get into an issue of trying manage expectations where I attend the first year at one price, then it goes down, then the expectation is tuition goes down every year? How would manage the marketing for that?
A: The point of this tuition transparency is so students understand what their direct costs are. The point is that students understand the value of a Winthrop education, there will be no decline in high quality of Winthrop Education.

Q: Constance Huggins – Will the adjustment be applied to international students at the same rate? Will you be trying to recruit more international students?
A: We'll be looking at the tuition for every student across the enterprise and adjusting tuition accordingly.

VII. Reports from Faculty Conference Standing Committees
    a. FCUP, Eric Birgbauer
        i. We spent a lot of time with provost candidates and heard that you wanted an opportunity for anonymous feedback. Please send your feedback forward.
        ii. Working on developing recommendations for communication from the leadership to the faculty
            1. Provide direct communication from senior leadership, not a trickle down chain
            2. Provide full communication and transparency
            3. Provide a rational for decisions made
            4. Solicit faculty input and participation

              5. Communicate throughout the process
              6. Communication should be respectful.
       iii. Assessment Report workload response
              1. Annual reports are required for SACSCOC
              2. Noreen Gaubatz updated reporting template in 2018-19 to reflect best practices and SACSCOC expectations
              3. Provost reiterated the importance of compliance with SACSCOC and that assessment is part of faculty's job
              4. In the past, Winthrop has provided some additional compensation but current budgets don't allow it
       iv. Department Chair Compensation
              1. Changes in 2022 in faculty salary + stipend or $13000 or 1.5 months pay, whichever is greater
              2. Issue: scope of work varies across departments, thus pay not equitable
              3. FCUP's proposal: pay based on scope of work and complexity and significance of position
              4. Agreed to establish working group to analyze this information
              5. Compensation would still be stipend for chair work
              6. Agreed to reevaluate stipends periodically to make adjustment for cost-of-living
              7. Recommended a minimum and maximum stipend
       v. Tuition Transparency Initiative
              1. Winthop should not be most expensive institution in the state
  b. Academic Council, Michael Whitney
       i. Met on 11/10/23
       ii. From Gen Ed Curriculum Committee: make an internal sharepoint site, soon to be released
       iii. Six new courses approved by Faculty Conference: ARTM 398, FINC 211, PFST 401, PFST 402, PFST 495 oral and written
       iv. Committee on Undergraduate Curriculum: 78 course action items approved
              1. No discussion in FC
       v. Academic Council approved 6 program change action items
              1. No discussion FC
       vi. Academic Council approved 2 new program action items that need vote in FC
              1. BA in Criminal Justice (new major)
                  a. Approved
              2. BS in Business Administration in Logistics and Supply Chain Management (new concentration)
                  a. Approved

VIII. Old Business
  a. Charles Randall, Rules Committee: Vote to changes in Faculty Conference Bylaws
       i. Talked about these at the last meeting. These changes have been available in the supplemental material since before the last meeting.
       ii. Changes are approved.
  b. Interim Dean of Library, Jackie McFadden, serving on Faculty Personnel and Academic Freedom, Tenure, and Promotion Committees.
       i. Prior to her appointment to interim dean, the rules committee allowed an exception so she could serve on both committees, but according to Faculty Conference By-laws you can't serve on both in an administrative appointment.
       ii. Rules Committee believes there is a conflict of interest so she is not eligible to serve on both committees.

    c.   Review the bylaws of constituent committees. Review the bylaws of the CBA Faculty Assembly, amendments will be ratified by the Faculty Conference.

    d.   Summary available in supplemental materials.

         i.   Since these aren't Faculty Conference bylaws we can vote on them today.

        ii.   The bylaws are ratified.

IX.   New Business

    a.   No new business

X.   Announcements

    a.   Faculty Staff Ombuds Office, Jackie Concodora

    b.   Gina Jones

         i.   Wil send an email about important grading reminders

        ii.   Second year of UU and UF and that's been helpful for our financial aid office

        iii.   Firm transfer policy – if a student comes in with an associate's degree, we waive the gen ed requirements. Want to make sure Degreeworks is coded to show that. If you're advising a transfer student and you see that their gen-eds are gone, you know why.

    c.   QEP Fall 2023 Progress Update available in the supplemental material

    d.   Please stay for graduate faculty assembly

    e.   Next Faculty Conference is February 23, 2024.

    f.   Meeting adjourned 3:56pm